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ABSTRACT

Group activities are outlined for a course for preservice and inservice teachers who wish to improve their skills in eliminating sex bias from their classroom and teaching practices. Program materials were developed around a three-phase training model. The first phase focused on increasing awareness of the pervasiveness of stereotyping in society. The second phase emphasized strategies to overcome resistance to change in attitudes, beliefs, and behavior. In the third phase, the focus is upon developing specific skills for encouraging students to develop the internal support systems that allow for personal growth, expanded options, and role flexibility. Workshop activities include examination of personal attitudes, expectations, and bias through situations that clarify socially encouraged sexist attitudes. Checklists are provided for evaluating and analyzing sexism in elementary reading textbooks. An extensive bibliography is included. Further readings are listed on the topic of sexism as it pertains to careers and counseling, children's literature, the family, language, teaching, role expectations, education, educational materials, athletics, the humanities, mathematics, reading, science, social studies, special education, society, and women's studies. (JD)

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TEACHING SKILLS TO COMBAT SEXISM

TO ENHANCE THE REPETOIRE OF ALL TEACHERS WHO SHARE THE VITAL CONCERN OF PREPARING THOSE THEY TEACH TO CREATE AND PARTICIPATE IN A TRULY EQUITABLE SOCIETY

DEVELOPED AT

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TEACHING SKILLS TO COMBAT SEXISM

Teaching Skills to Combat Sexism is a course offered at West Chester State College at the undergraduate and graduate levels for pre-service and in-service educators, kindergarten through college level. Portions of the course have been offered as in-service workshops and utilized in the Practicum course for student teachers.

Program materials have several objectives, and were developed around a three phase model of training. Taken together, these three phases address the sequential process of enabling individual educators to eliminate sex bias from their own classroom and teaching practices, as well as encouraging their students to transcend such biases and develop beyond the limits of traditional sex roles.

Phase One focuses on "making the subtle obvious", because awareness and understanding can be potent influencers of emotional and behavioral changes, making such changes seem more desirable. Thus, the first phase of training promotes several awarenesses: of the pervasiveness of stereotypes within the educational system as well as the larger society; of the limitations placed on everyone - females and males - by accepting stereotypes instead of encouraging each individual's varied abilities; and of the expanded personal potential of people who can free themselves from the restrictions of traditional sex roles.

Phase Two focuses on strategies for "handling resistance to change". By disturbing old belief patterns, Phase One prepares concerned educators to consider and adopt new belief patterns. As they ready themselves to introduce these new patterns into

their classrooms, resistance to change is often encouraged. To facilitate change in young people, educators need to help them recognize the ways in which thoughts, feelings, and behaviors - adopted without questioning from the larger society - may be hurtful to their personal growth. The change asked of them entails acceptance of the belief that all human beings have the capacity to flower and flourish far beyond most observable models. Thus, change may seem new and threatening. Educators need to understand the sources and symptoms of resistance, and develop conscious strategies for handling it.

Phase Three focuses on "developing the internal capacity for role flexibility". The first two training phases lay the groundwork for facilitating attitude change among educators and their students. However, the truly unique aspect of this training program is that it provides educators with skills that are directly applicable to the classroom, encouraging expansion of every student's human capacities. Skilled educators will be able to help students build internal supports so that they can think, feel, and behave in nonstereotyped ways, both within and beyond the classroom environment.

In summary, then,"Teaching Skills to Combat Sexism" was designed to meet these essential objectives:

*to create an awareness, in preservice and inservice educators, of the extent and consequences of sex role stereotyping at all levels of the educational system;

*to create an understanding among educators of the ways in which stereotypes limit the aspirations, experiences, and options of all women and men;

*to provide educators with specific skills and behaviors for eliminating sex bias from their own classrooms;

*to provide educators with specific affective skills for encouraging their students to develop the internal support systems that allow for personal growth, expanded options, and role flexibility.

A PICTURE FROM THE PAST

Read through all of the questions on this sheet and than think about your answers for a while. Finally, summarize your important memories by drawing a "picture from your past."

*Think back over the places where you've lived, especially during your early years. Picture each place in your mind. What were some of the important things you learned about yourself in each place?

*Select one place where you lived that you would like to focus on. Picture it as if you were standing in front of your house/apartment. Now, look around at your neighborhood; How would you describe it? (urban/rural? rich/poor? East coast/West coast? etc.) How would you describe the people who lived in your neighborhood? (ethnicity? values? interactions? etc.) What were the neighborhood's ideas about what it meant to be female? to be male?

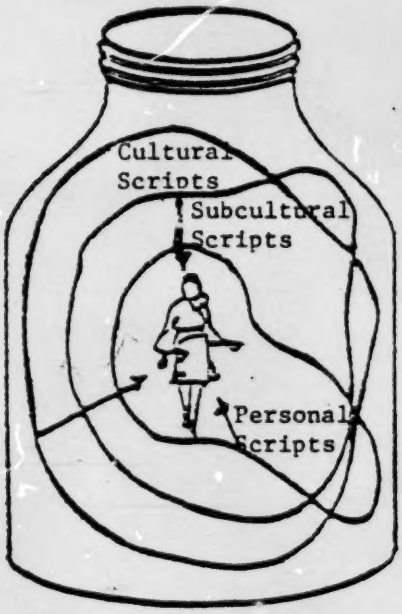
*At the same time you were living in this neighborhood, what other places (besides your home) were of importance to you? Perhaps your church? school? club? favorite hangout? Picture each of these places in your mind: how did it feel to be there? What did you learn about yourself in each of these places? How did these places influence your life?

Spend some time recalling the images these questions have evoked in you. Then, beginning with a picture of your house/apartment, represent the people, institutions, places, subcultures, etc., that were important to you. Remember that the artistic "quality" of your picture doesn't matter at all: this is a chance for you to capture on paper your memories of what was important to you as you were growing up.

SCRIPTS WE'VE LEARNED

COLLECTIVE SCRIPTS[1]

The pressure from collective scripts is very much like being caught in a jar. When we are small, we fit and may not even see that there are boundaries around us. As we grow, however, we might hit the edges and bend to fit their limitations. But some of us must burst through to find the fresh air of personal freedom.



Collective Scripts

The boundaries of the jar--the pressures from collective scripts--tell a woman/man:

who s/he is
her/his prescribed roles;
where s/he can go
her/his prescribed goals;
what s/he should do
her/his prescribed expectations; and
what s/he owes others
her/his prescribed obligations.

YOUR "SHOULD STATEMENTS"

Many people and institutions try to influence us as we develop. Think about such influences from your past and jot down the "shoulds" you learned, in terms of your role(s) in life, your goals, your expectations, your obligations:

"I learned I should _____

_____

_____

_____

_____

_____"

"I learned I should not

_____

_____

_____

_____

_____

---

[1]Reprinted from WOMEN AS WINNERS (page 70) by Dorothy Jongeward and Dru Scott, c 1976, by permission of Addison-Wesley Publishing Company, Inc., Reading, Mass. All rights reserved.

SHE WANTS TO BE PRESIDENT*

As you read each of the following situations, be aware of your own feelings and thoughts, ambivalent or otherwise. Jot them down as you read for easy recall later.*

at seven years she says she intends to be President;

at ten she wants to try out for the school's soccer team;

at 12 she wants to be an engineer;

at 14 she wants to take shop class;

at 15 she is asking about union apprenticeships;

at 16 she wants to go to MIT and plans to be president of General Motors; and

at 17 she says she has decided to go to business school so she can get a job right away and work and save money so she can get married because that is what her boyfriend wants.

Now read each of the situations again, but use "he" when it says "she". Again, be aware of your feelings and thoughts.

*from Mary Ellen Verheyden-Hilliard, A Handbook for Workshops on Sex Equality in Education (1975), Sex Equality in Guidance Opportunities Project of the American Personnel and Guidance Association.

HOW EXPECTATIONS INFLUENCE BEHAVIOR AND PERCEPTION

To help teachers recognize the power of their expectations to influence the behavior and perception of students.

Expectation poker simulation

To have participants experience, in dramatic fashion, the power and cumulative effect of interpersonal expectations in shaping behavior and perception.

The group will be experiencing a simulation that will allow each of them to feel what it is like to be treated consistently in accordance with what others expect them to be. In the simulation they will be interracting with several other persons who will read the expectation message and react to them as though they truly believed the message. Do not concentrate on guessing what is on their band, but to get into the simulation.

Reads message on band. Treat the person as if s/he truly expected that person to match her/his band message. Interact as if they were meeting one another in a social situation. During the interaction, subtly convey through actions, works, facial expressions, their expectations of the person.

Freeze. Close eyes and consider how you are feeling, in particular, did you notice changes in your behavior and feelings as people treated you according to their expectation message?

Handout.

Small groups of four or five members.

Large group. Share new insights and learnings.

EXPECTATION POKER PROCESSING SHEET

Part I

Jot down your answers to these questions:

*By the time six different people had interacted with you, how were you feeling about yourself?

*Did you come to anticipate that people would treat you in certain ways? Explain briefly:

*By the time you had interacted with six different people, do you think you were behaving in ways that are unusual for you? Explain briefly:

Part II

Small group discussion questions:

*What do you think your headband says? Why? How could you tell? How did you feel during the game? How did you behave? How did you come to feel about yourself?

*Has this simulation given you any insights about the power or dynamics of interpersonal expectations?

*How would you relate this to the classroom - to teacher-student relationships?

DIFFERENTIAL EXPECTATIONS FOR GIRLS AND BOYS

Part I

Complete each of the following sentence stubs as many times as you can.

Society has taught us that boys should _____

_____

_____

Society has taught us that girls should _____

_____

_____

Boys can (are allowed to)

_____

_____

_____

Girls can (are allowed to)

_____

_____

_____

It's alright for boys, but not girls to _____

_____

_____

It's alright for girls, but not boys to _____

_____

_____

Which of these social scripts do you consider wrong or unfair? Why?

Part II

Complete each of the following sentence stubs ten times.

Boys are _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Girls are _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part III

Read through each of your responses to Part II, and transform the wording into an expectation statement. For example "Boys are strong" will be transformed into "I expect boys to be strong."

Which of your expectation statements seem to ring true?

CLASSROOM STRUCTURES

TIME - Is it time limited or unlimited? Is it adequate or inadequate? Does it exert pressure? If so, to what degree?

LEADERSHIP - Is leadership designated or undesignated? It is earned or assigned or random?

GROUPING - How are groups formed? How many members? What characterizes the group's composition?

MAINTENANCE - What are the classroom's ground rules and norms? How are they maintained?

MATERIALS - What kind of materials are available and in what amount?

MODE OF OPERATING - Are students operating in an active or passive mode? Are they dependent or independent? Are they cooperative or competitive?

CONTENT - What is the focus of the content area? Is it academic, personal, interpersonal, artistic, intellectual, etc.?

PHYSICAL SPACE - What defines the physical space within the classroom? Where are students working? Are they inside or out of doors? At desks, on a rug, or moving freely?

MODE OF EXPRESSION - How are students expressing themselves? Are they reading, writing, drawing pictures, acting out a scene, addressing the class, thinking introspectively?

GOALS - Who sets the goals? The teacher or the students? Individually or in groups?

TASK - What is the actual assignment?

EVALUATION - Who sets evaluation standards? The teacher or the student or the class as a whole? Are they subjective or objective? Are they known ahead of time or imposed afterwards?

CHECKLIST FOR EVALUATING SEXISM IN READERS[4]

Go through each book you are planning to use for the points listed below:

1. Number of stories where main character is: Male _____ Female _____

2. Number of illustrations of: Male _____ Female _____

3. Number of times children are shown:

	Male	Female
a. in active play	_____	_____
b. using initiative	_____	_____
c. independent	_____	_____
d. solving problems	_____	_____
e. earning money	_____	_____
f. receiving recognition	_____	_____
g. inventive	_____	_____
h. involved in sports	_____	_____
i. being passive	_____	_____
j. fearful	_____	_____
k. helpless	_____	_____
l. receiving help	_____	_____
m. shown in quiet play	_____	_____

4. Number of times adults are shown:

	Male	Female
a. in different occupations	_____	_____
b. playing with children	_____	_____
c. taking children on outings	_____	_____
d. teaching skills	_____	_____
e. giving tenderness	_____	_____
f. scolding children	_____	_____
g. biographically	_____	_____

5. Ask these questions:
   a. Are boys allowed to show emotions?
   b. Are girls rewarded for intelligence rather than for beauty?
   c. Are there any derogatory comments directed at girls in general?
   d. Is mother shown working outside the home? What kind of job?
   e. Are there any stories about one-parent families? Families without children? Are baby sitters shown?
   f. Are minority and ethnic groups treated naturally instead of stereotypically?

[4] From Carol Jacobs and Cynthia Eaton, "Is Sexism Being Taught in your Classrooms?", K-Eight: Instructional Management and Leadership, Nov.-Dec. 1972, pp. 13-20.

CHECKLIST FOR ANALYZING AN ELEMENTARY READER[3]

Yes No

___ ___ 1. All members of the family participate regularly and equally in household chores.
___ ___ 2. There are favorable presentations of mothers employed outside of the home.
___ ___ 3. Women working outside of the home hold administrative and/or technical jobs. They are not all teachers, librarians, social workers, nurses or secretaries.
___ ___ 4. Fathers take an active and competent part in housekeeping and child-rearing and are depicted showing feelings of tenderness.
___ ___ 5. Girls and boys participate equally in physical activities.
___ ___ 6. Girls and boys participate equally in intellectual activities.
___ ___ 7. One-parent families are portrayed, and the portrayal does not suggest that children with a single parent automatically suffer from it.
___ ___ 8. Male and female characters respect each other as equals.
___ ___ 9. Girls and boys are both shown to be self-reliant, clever, and brave—capable of facing their own problems and finding their own solutions.
___ ___ 10. Multiple-parent families (divorced, remarried) are portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children.
___ ___ 11. There are no unchallenged derogatory sex stereotyped characterizations, such as "Boys make the best architects," or "Girls are silly."
___ ___ 12. Both girls and boys are shown as having a wide range of sensibilities, feelings, and responses.
___ ___ 13. Both girls and boys have a wide variety of career options.
___ ___ 14. Adults who have chosen not to marry are portrayed favorably.
___ ___ 15. There are equal numbers of stories with girls and boys as central characters.
___ ___ 16. The male noun of pronoun (mankind, he) is not used to refer to all people.
___ ___ 17. Girls' accomplishments, not their clothing or features, are emphasized.
___ ___ 18. Clothing and appearance are not used to stereotype characters.
___ ___ 19. Non-human characters and their relationships are not personified in sex stereotypes (for example, depicting dogs as masculine, cats as feminine).
___ ___ 20. (For readers which incorporate biographies...) biographies of women in a variety of roles are included.

[3] Self-Study Guide to Sexism in Schools (1975) p. 17, available from Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

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